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ABSTRACT

Activities to achieve sex equity at five demonstration sites funded by the Women's Educational Equity Act are summarized. The five sites, all local education agencies, are located in North Carolina, Massachusetts, Oregon, Arizona, and Florida. The document is organized into seven major sections. Following an introduction, Section 2 describes the characteristics of the five sites and presents data on faculty and student populations. Section 3 outlines the selection of equity materials, faculty reactions to resources, and implementation of resources at all levels. A chart demonstrates the usage of over 100 resources per school district. Section 4 focuses on the training of faculty, administrators, student teachers, student leaders, and media specialists. Compliance with Title IX is also discussed. Sections 5 and 6 describe intern and community outreach programs and public information products such as slide presentations and newsletters. Section 7 details measurement instruments used in evaluating elementary and secondary student outcomes. Findings suggest a higher degree of success among elementary students than either junior high school or high school students. Evidence also suggests that faculty are not only more aware of equity issues but also are changing their classroom behaviors. (KC)

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Breathing Local Life into a National Strategy for Educational Equity

American Educational Research Association
April 1983

Jane G. Schubert

SO 044957

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	INSTALLING THE DEMONSTRATIONS	5
	A. Complementary Equity Participation	7
	B. Stylistic Approaches	8
III.	UTILIZING EQUITY RESOURCES	13
	A. Faculty Reactions to the Resources	13
	B. Implementation of the Resources	14
IV.	DEVELOPING STAFF CAPABILITIES	19
	A. Faculty and Administrators	19
	B. Other Populations Inserviced	21
	C. Title IX Compliance	22
V.	ESTABLISHING INTERN PROGRAMS	25
	A. Characteristics of an Intern Program	26
	B. Topics Included in the Intern Program	27
	C. Follow-up	27
VI.	CONDUCTING OUTREACH	29
	A. Public Information Products	29
	B. Project Presentations	30
	C. Community Involvement	32
	D. Parent Involvement	32
	E. The Visitors' Program	35
VII.	EVALUATING THE PROJECTS	37
	A. Elementary Student Outcomes (K-6)	40
	B. Junior High Student Outcomes (7-8)	43
	C. Senior High Student Outcomes (9-12)	44
	D. Summary of Student Outcomes	45
	E. Faculty Outcomes	46
VIII.	THE FUTURE: PROJECTS AND PRINCIPLES	51
	REFERENCES	53

LIST OF TABLES AND FIGURES

		Page
Table 1.	Some Characteristics of the Five Sites.....	5
Table 2.	Site Administration and Staffing.....	7
Table 3.	Faculty and Student Populations at Demonstration Sites..	9
Table 4.	Teacher-Selected Inventory of Most Widely Used Resources	16
Table 5.	Number of Training Activities and Type of Participants..	20
Table 6.	Title IX Activities Coordinated with District.....	23
Table 7.	Number and Type of Interns.....	25
Table 8.	Distribution of Brochures and Newsletters.....	30
Table 9.	Number of Project Presentations.....	31
Table 10.	Community Member and/or Parent Involvement (Number of Participants).....	33
Table 11.	Visitation Days: Number and Type of Participants.....	36
Table 12.	Assessment Tools Administered by Population and Size....	38
Table 13.	Participants in Survey Administration.....	41

Figure 1.	WEEAP Demonstration Projects: The conceptual model.....	6

I. INTRODUCTION

This paper summarizes the activities and accomplishments of five projects whose purpose is to demonstrate the use of educational equity practices and resources. These projects, operating in five local education agencies throughout the United States, are funded under the Women's Educational Equity Act.* It was authorized in 1974 as part of the Special Projects Act of the Education Amendments of 1974, PL 93-380 and reauthorized in the 1978 (Title IX, Part C of the Elementary and Secondary Education Act) Education Amendments. The Act states that:

> Sec. 931(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.
>
> Sec. 931(b)(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972.

The demonstration projects represented a logical step in the development plan of the Women's Educational Equity Act Program. From 1976 through 1979, the WEEA Program awarded grants and contracts for the development of resources useful for educational personnel in local education agencies. Although the development activities continued, WEEA expanded its program by supporting the establishment of school-based demonstration projects. These projects were to showcase the implementation of available resources and strategies designed to promote educational equity. In addition, school districts participating in the demonstrations would host visitors from inside and outside the demonstration site to observe the implementation activities. Non-project participants could learn about the process through an intern training program aimed at establishing similar practices in other school districts.

Five institutions received contracts in 1980 to implement a comprehensive program of educational equity in a local education agency. Each demonstration project is designed to:

- use materials that contribute to an educational environment free of sex and ethnic bias;
- assist educators at all levels to integrate equity concepts in their instructional practices;

---

*The projects received awards in 1979 to conduct needs assessments that resulted in the design of a three-year implementation phase (1980-1983). All projects are now completing the third and final implementation year.

- provide a setting where people can observe equitable practices;
- offer training to individuals interested in establishing equity programs in their own schools; and
- collect qualitative and quantitative data as bases for judging the extent to which the program achieves its aims.

The five contractors and the sites of the demonstration projects are:

Contracting Agency	Demonstration Site
	PROJECT NEED
The University of Tennessee Bureau of Educational Research & Services 212 Claxton Education Building Knoxville, TN 37916	Reidsville City School System 920 Johnson Street Reidsville, NC 27320
Dr. Donna Young Project Director	Ms. Marilyn Pergerson Change Facilitator
	PROJECT INTERACTION
The NETWORK, Inc. 290 South Main Street Andover, MA 01810	Quincy Public Schools 70 Coddington Street Quincy, MA 02169
Ms. Leslie Hergert Project Director	Ms. Alicia Coletti Site Coordinator
	PROJECT EQUITY
Northwest Regional Educational Laboratory 300 S.W. 6th Avenue Portland, OR 97204	Lincoln County School System P. O. Box 1110 Newport, OR 97365
Ms. Barbara Hutchison Project Director	Ms. Joy Wallace Field Coordinator
	PROJECT FOCUS
American Institutes for Research P. O. Box 1113 Palo Alto, CA 94302	Tucson Unified School District 1010 10th Street Tucson, AZ 85710

Dr. Jane Schubert
Project Director

Ms. Marilyn Pearce,
Primary School Site Coordinator
Ms. Carol Thomas,
Secondary School Site Coordinator
Career Guidance Project

THE NATIONAL SEX EQUITY
DEMONSTRATION PROJECT

The University of Miami
School of Education & Allied
Professions
P. O. Box 248065
Coral Gables, FL 33124

Broward County School District
3600 S.W. College Avenue
Ft. Lauderdale, FL 33313

Ms. Kathleen Shea
Project Director

Ms. Joan Hinden
Project Coordinator

While the objectives are common to all the demonstration projects, the contractors and the local education agencies designed activities tailored to each site. This paper presents aggregated findings across the five sites, organized according to a conceptual model of the demonstration projects. The information reflects the experiences of two years of implementation activities; the third implementation year ends 30 September 1983.

II. INSTALLING THE DEMONSTRATIONS

The demonstration projects consist of organized groups of activities designed to bring about educational equity for all students. The specific activities characterizing each project are chosen because the planners believe that successful pursuit of these activities will lead to the anticipated outcomes. The sequence of events comprising the national demonstration projects can be modeled to show the complexity of the projects as simply as possible. The model on the following page represents the conceptual foundation upon which each site's demonstration is based. Comprehensive models that make explicit all of the linkages for each demonstration are far more complex and closely resemble a wiring diagram. The purpose of this report is to "sketch a landscape" of the five demonstration projects. This landscape should provide sufficient detail to inform persons interested in the form and substance of implementing equitable ideas and practices in an ongoing educational program. At the same time, the sketch should not be so detailed that is smothers this interest with elaborate descriptions of each feature of the landscape.

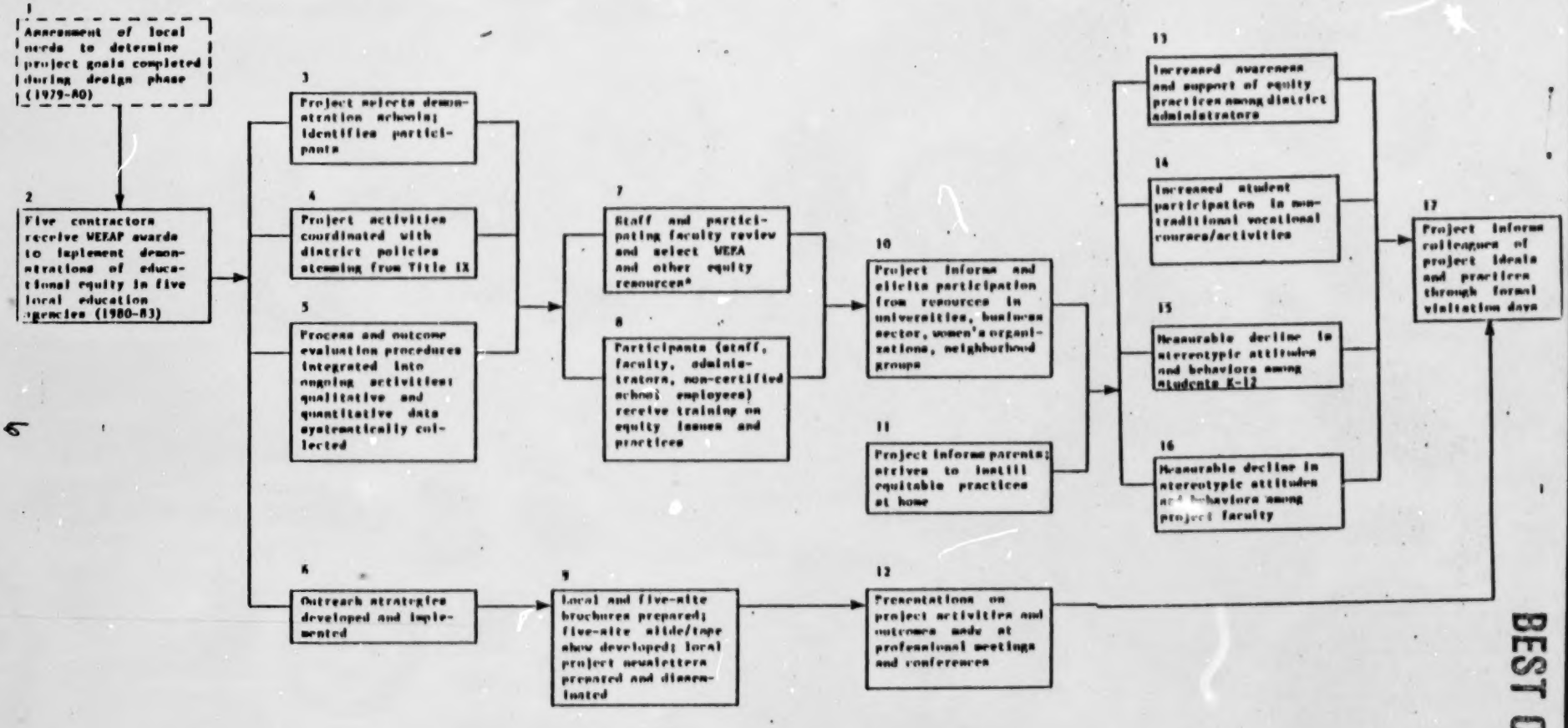
With the conceptual model as a backdrop, we now introduce each of the five demonstrations of educational equity. These profiles establish the framework within which each project operates and describe the general implementation approach that governs project activities.

The five sites represent diversity in size, geographic area, ethnicity, and growth rate. Some of this diversity is captured in Table 1 below.

Table 1
Some Characteristics of the Five Sites

	Site				
	Raldsville	Lincoln County	Quincy	Tucson	Broward County
Population	17,500	34,000	90,000	500,000	900,000
School Enrollment	4,700	5,000	10,900	57,000	134,000
Number of Schools	8	20	20	100	167
Project Schools	4	5	7	15	13
Ethnicity	44% Black	95% White	White	28% Mexican American	23% Black
Population Growth	Stable	Stable	Declining	Rapid Growth	Rapid Growth

WEEAP Demonstration Projects: The conceptual model


1
Assessment of local needs to determine project goals completed during design phase (1979-80)
2
Five contractors receive WEEAP awards to implement demonstrations of educational equity in five local education agencies (1980-83)
3
Project selects demonstration schools; identifies participants
4
Project activities coordinated with district policies stemming from Title IX
5
Process and outcome evaluation procedures integrated into ongoing activities; qualitative and quantitative data systematically collected
6
Outreach strategies developed and implemented
7
Staff and participating faculty review and select WEEA and other equity resources*
8
Participants (staff, faculty, administrators, non-certified school employees) receive training on equity issues and practices
9
Local and five-site brochures prepared; five-site slide/tape show developed; local project newsletters prepared and disseminated
10
Project informs and elicits participation from resources in universities, business sector, women's organizations, neighborhood groups
11
Project informs parents; strives to instill equitable practices at home
12
Presentations on project activities and outcomes made at professional meetings and conferences
13
Increased awareness and support of equity practices among district administrators
14
Increased student participation in non-traditional vocational courses/activities
15
Measurable decline in stereotypic attitudes and behaviors among students K-12
16
Measurable decline in stereotypic attitudes and behaviors among project faculty
17
Project informs colleagues of project ideals and practices through formal visitation days

*Major effort during first year; activity continues throughout implementation

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18
Number of project participants in and out of district increases annually, primarily through intern training
19
Interns outside of district plant seeds of equity in own locale
20
Participants assume responsibility for project outreach; begins prior to termination of federal funding
21
Equitable practices institutionalized; standard operating procedure at district and classroom level

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There are also differences in population density. Lincoln County is largely rural--the largest town having a population of about 7,500; Reidsville is a small town in a predominantly rural area; Quincy is an old, small city in the Boston SMSA; Tucson and Broward County provide examples of the "new" and rapidly growing sunbelt cities.

The project design reflects close collaboration between the contracting agency and the demonstration school district, a policy maintained through on-site project personnel. Table 2 identifies the structure.

Table 2
Site Administration and Staffing

	Contractor Site	School Site
Reidsville	Project Director	Change Facilitator Project Manager
Lincoln County	Project Director Evaluator	Field Coordinator Assistant Equity Specialist
Quincy	Project Director Evaluator Program Specialists (2)	Site Coordinator
Tucson*	Project Director Research Associate	Elementary Sex Equity Specialist Secondary Sex Equity Specialist Project Associate
Broward County**	Project Director	Project Coordinator Materials Resource Specialist Visitation Coordinator Evaluator

*The American Institutes for Research awarded a subcontract to the Career Guidance Project in Tucson which employs the site staff.
**The University of Miami awarded a subcontract to Robert Stake who leads an evaluation team based at the Center for Instructional Research and Curriculum Evaluation at the University of Illinois.

A. Complementary Equity Participation

Prior experience with other equity activities or materials facilitated the willingness and involvement of district personnel in the demonstration projects. The American Institutes for Research selected the Career Guidance Project and the Tucson Unified School District as collaborators because of a prior working relationship between AIR and CGP, and between CGP and TUSD. The latter pair had worked together since 1977 to promote sex equity through

workshops, inservice seminars for vocational educators, and contact with other faculty and administrators. Many educators in the district participated in these earlier activities, and were aware of the importance of educational equity. In Broward County, the University of Miami continued a collaborative arrangement with the NOVA Research and Development Center. Beginning in 1977, NOVA had participated in a Title IX Sex Equity Project sponsored by the Southeast Sex Desegregation Center which permitted many educators to become acquainted with educational equity. NOVA welcomed the opportunity to become a demonstration site. In Lincoln County, the school district conducted workshops for faculty and staff in order to meet the Oregon Title IX compliance requirements. Both Reidsville and Quincy had participated in other innovative educational programs.

B. Stylistic Approaches

Table 3 displays the available data on faculty and student populations in each participating school. Within many of these schools is a smaller group of educators whose project involvement is visibly higher than others, and are viewed as the "core" of the project. The composition and function of these smaller groups differ by site; such groups are somehow distinguished from their colleagues--through payment for their participation and/or through high level involvement in the project. In the following paragraphs, we describe each site's approach toward implementing educational equity and the emergence or creation of a "core" group.

The smallest district, Reidsville, has probably reached the largest proportion of district educators, approximately 88 percent. Faculty from all schools have participated in one or more NEED events. Of the eight district schools, the four with the highest concentration of core and participating faculty serve as model project schools. Schools were asked to join the project following the system-wide needs assessment which applied an index of equity interest among the schools. Core teachers agreed to: use WEEA and other equity materials; permit visitors to observe their classrooms; allow a class to be videotaped for the evaluation component and/or for demonstration purposes; and participate in a minimum of two quarters of equity staff development. Participating, non-core teachers agreed to use equity materials and participate in a minimum of one quarter of equity staff development. During the second year, each district school was represented on a 10 member advisory panel which contributed to project planning and coordination.

In Lincoln County, five of the 20 county schools serve as demonstration schools. They were selected on the basis of their strong, favorable attitudes toward equity as determined by the needs assessment and building administrator support. Steering Committees, composed of approximately 6 members from each school set the equity goals for the year and design building activities to meet those goals. Committee members constitute the "core faculty." Model demonstration schools receive equity resource materials and inservice training. Individual teachers choose the extent to which they participate in the equity program at each of the five demonstration schools. Teachers from non-site schools receive the opportunity to participate in

Table 3
Faculty and Student Populations at Demonstration Sites

PROJECT SCHOOLS	CORE FACULTY	TOTAL SCHOOL FACULTY	TOTAL SCHOOL POPULATION
Raidsville			
Franklin Street Elementary School	0	19	317
Williamsburg Elementary School	0	19	314
Raidsville Junior High School	0	38	667
Raidsville Senior High School	0	62	927
Lincoln County			
Sam Case Elementary School	5	17	290
Arcadia Elementary School	6	18	248
Mary Harrison Elementary School	4	12	228
Taft Junior High School	6	32	303
Waldport High School	6	23	262
Quincy			
Furnace Brook Elementary School	17	17	355
Parker Elementary School	17	17	371
Snug Harbor Elementary School	7	40	596
Atlantic Junior High School	4	25	488
Quincy Point Junior High School	3	25	270
North Quincy High School	6	100	1544
Quincy Vocational-Technical School	6	50	775
Tucson			
Borton Elementary School	3	14	204
Manzo Elementary School	6	22	454
Steele Elementary School	10	25	525
Roskruge Elementary School	3	15	235
Erickson Elementary School	4	23	554
Lineweaver Elementary School	2	15	304
Marshall Elementary School	4	22	549
Miles Exploratory Learning Center	4	9	250
Maxwell Junior High School	4	37	650
Wakefield Junior High School	4	19	500
Utterback Junior High School	3	37	476
Sabino High School	8	96	1800
Santa Rita High School	10	105	2200
Pueblo High School	2	92	1772
Palo Verde High School	4	88	1747
Broward County			
Nova Blanche Forman Elementary School	*1	Elementary	832
Nova Eisenhower Elementary School	*1	Total	889
Fairway Elementary School	*1	211	525
Hunt Elementary School	*1		614
Oakland Park Elementary School	*1		369
Nova Middle School	*1	Middle School	1081
Perry Middle School	*1	Total	1378
Ramblewood Middle School	*1	333	1663
Rickards Middle School	*1		918
Nova High School	*1	High School	1912
Boyd Anderson High School	*1	Total	2177
Ely High School	*1	404	1340
Western High School	*1		878
TOTALS	171	2081	34751

*These are sex equity coordinators

project activities such as training workshops; they may also observe demonstration lessons presented by the project staff.

Project Inter-Action in Quincy primarily serves seven Impact Schools. Each Impact School formed an action team composed of administrators, teachers, counselors, parents, and sometimes students to plan equity activities for the school year. These action teams (4-6 members) met four to eight times per year and implemented an equity theme of their choice. Typically, a school-wide event based on the theme was held. Action teams enlisted the support of both teachers and students to use equity resources and to participate in these events. The project provided these resources; two methods stimulated teacher interest in their use. One was to exhibit the materials so that interested colleagues could meet with faculty users to discuss strategies appropriate for grade level and subject. The second was a resource packet containing excerpts from equity materials, keyed to the school-wide events, that was distributed to faculty for classroom use. District-wide workshops and training sessions offered opportunities for more educators and students to learn about equity; some of these were conducted jointly with other WEEA-funded projects. "Core" implementors in Quincy are those educators who utilize the resources they receive and infuse equitable instructional practices into their classes.

In Tucson, 15 FOCUS schools receive direct service delivery from the project staff, although some project events are open to all educators in the district. "Core faculty" receive more staff development, resources, and technical assistance plus conduct inservice and outreach activities for TUSD and University of Arizona educators. During the second year, each FOCUS faculty member agreed in writing to: attend all building meetings and workshops designed specifically for them; design and implement special projects aimed at infusing equity in their classrooms, schools, or the district; assist in training out-of-district interns and advise new FOCUS faculty and others upon request. In return, these teachers received a modest stipend for their participation. The project placed a permanent collection of teacher-selected equity resources in 25 FOCUS schools (years one and two). Building faculty designated a FOCUS manager who served as a liaison between FOCUS faculty in the school and a Sex Equity Specialist, who provided ongoing technical assistance.

The Broward County School System is the tenth largest in the nation. The core of the demonstration is the NOVA Research and Development Center where participants from its four schools were recruited through district-wide meetings, presentations, and workshops. Each school hosts a Sex Equity Committee. During the second implementation year, nine "ring schools" from Broward County joined the demonstration. Teachers who participated in the project reviewed materials and conducted demonstration lessons. Workshops on a variety of sex equity issues were offered to to the educators in participating schools.

The following sections of this report consolidate the major activities and events at each of the five demonstration projects. The overall approach in presenting the voluminous amount of information that represents project events is to organize data according to the major tasks common to each project. The numbers cited with each chapter heading refer to appropriate

boxes on the conceptual model. Each discussion contains a global summary of task activities and a table displaying project-specific events. Illustrated examples of activities or unique aspects of a particular site are highlighted. Readers interested in more details about the programmatic thrusts should contact project personnel or review the technical and evaluation reports prepared annually by each project.

III. UTILIZING EQUITY RESOURCES

(box 7)

The introduction of new educational resources into an existing program is a complex and often delicate matter. It can be particularly delicate when the ideas presented in the resources suggest changes in practices that educators view as "standard operating procedures." We believe that most teachers do not intentionally select resources that are biased. Opportunities for selecting gender-fair resources are often limited; and in some cases, teachers have minimal representation in choosing classroom materials. But times are changing. The resources produced by WEEA plus other equity materials offer choices. The projects assisted educators in learning how to select and use these tools.

The demonstration projects attempted to infuse equity resources into existing educational programs. But faculty members were not asked simply to discard the old and bring in the new. Rather, high levels of teacher involvement characterized the selection and use of equity materials at all sites. Potential users reviewed resources and made selections based on the quality of a product and its appropriateness for teachers' instructional plans.

Review procedures varied by site, but formal reviews of available WEEAP and other equity resources occurred prior to classroom implementation. Some project staffs conducted preliminary reviews, then made recommendations to faculty. Others asked faculty members to review the materials systematically and record their reactions on a review form. The most active review procedures took place in the design phase and during the first year of the implementation phase. The process continues as new resources become available, but the initial selections charted the course for classroom implementations.

A. Faculty Reactions to the Resources

Materials spanned a wide range of judged quality and perceived usability in the local setting. Each of the five sites independently reached similar conclusions about the value of individual resources for classroom implementation. In general, they found that:

- plenty of resources were available, and except for audio-visual materials, were relatively inexpensive;
- the extent to which resources were "ready to use" was highly variable;
- the few available self-contained curriculum "packages" were seldom adopted by teachers; the tendency was for teachers to pick those items or portions that fitted into an existing curriculum plan;

- resources containing lessons or activities with stated student objectives and well-organized plans were very popular because they minimized teacher preparation; and

- fewer resources were available for early childhood classrooms than for upper primary and secondary students.

From the hundreds of pieces (products may consist of multiple pieces) examined by faculty at the demonstration sites, they selected those resources deemed most useful. Several products were selected by all sites, as shown on Table 4 at the end of this chapter.

B. Implementation of the Resources

Once faculty reviewed and selected gender-fair and gender-affirmative materials, and learned where and how to obtain them, how did they use the materials? The following attempts to convey a sense of the implementation process by presenting illustrations of faculty approaches to infusing these new materials.

Three general levels of use are: (1) adopting lessons or activities "as is"; (2) expanding or developing an idea found in a resource; and (3) "going beyond" the resource by developing one's own ideas and/or by altering a traditional practice or procedure.

The first level, using an activity planned by someone else, is straightforward. It requires little adaptation; the teacher directly incorporates the activity into a lesson previously written. Teachers may use the material as an adjunct or a special event. Activities in this category include:

- nonsexist classroom organization (lineups, play groups);

- discussion of words that link gender to occupations (e.g. "policeman," "fireman," "housewife,") and presentation of alternative generic forms; and

- identifying responsibility for household chores and how the traditional division of labor might be altered.

The second way of using resources typically involves expanding an idea or developing a spinoff activity. Sometimes a change was required because of special classes such as adaptive education or gifted and talented. It is also common to find teachers of one grade level modifying an idea for use at another grade level.

- Youngsters who studied the middle ages also discussed Joan of Arc, even though she was not included in the text.

- A discussion in a primary class on whether or not objects could be labeled as girls' or boys' led into an activity

using the color-wheel wherein students named their favorite color. The associations of certain colors were then explored.

The third level of implementation reveals creativity and initiative by users; it perhaps most clearly indicates progress toward infusion. At this level, there is less dependency on others' suggestions and more development of original plans. Movement and actions automatically begin to reflect an integration of equity concepts.

- Instituting about practices such as lining up students by sex alerts a teacher to other gender-based grouping patterns and the teacher begins to mix the sexes, e.g. during class chores, in play groups, or at lunch tables.

- Students in a media class are encouraged to identify sexist remarks by other students or the teacher. The remarks are then recorded and placed in a special box at the front of the class for the teacher to use in initiating discussions. This exercise provides a constant reminder of how pervasive sexism is.

- A teacher makes certain that sentences in a spelling test do not contain biased phrases or statements.

- Social studies faculty incorporate equity concepts into a state's K-5 competency requirements.

- Teachers review story books and design equity activities based on a situation or an episode in the story.

We have tried to facilitate infusion of equity resources in the districts and schools by providing inventories of resources to each participating school, assisting faculty plan special activities and learn how to incorporate equity into the ongoing educational program, and creating opportunities for educators to share what they have learned with their colleagues.

Table 4
Teacher-Selected Inventory of Most Widely Used Resources

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
A.C.T.I.V.E.		X	X	X	
Amanda Smith Lecture (tape recording)				X	
And Ain't I a Woman? (filmstrip)					X
As Boys Become Men				X	
ASPIRE		X			
Assertiveness Training for Young Women				X	
Be What You Want to Be			X		
Beating the Numbers				X	
Becoming Sex Fair (Tredyffrin/Easttown Program)	X	X	X	X	X
Born Free		X	X	X	
Breaking the Silence		X			X
Career Education Activities for Subject Area Teachers			X	X	X
Career Shopper's Guide				X	
Changing Words in a Changing World	X	X	X	X	X
Choices A & B: Learning About Sex Roles	X		X		
Competence in Our Society					X
Competence Is for Everyone		X	X		X
Connections	X	X	X	X	X
Cooperative Sports and Games			X		
Deborah Sampson: Woman of the American Revolution	X				
Different People					X
Eliminating Sex Bias in Education			X	X	X
EQUALS	X	X	X	X	
Equal Play (Newsletter)				X	
Equal Their Chances	X			X	
Equity Activities (FOCUS)		X		X	
Equity-Based Activities for Early Childhood Education				X	
Equity in Physical Education				X	
Expanding Your Horizons in Science and Math		X	X	X	
The Fable of He and She (film)	X		X	X	
Facing the Future (CCSO)	X			X	
Fair Play: A Bibliography of Non-Stereotyped Materials	X		X	X	
Famous Women of America				X	X
The Female Experience: An American Documentary				X	X
Focus on the Future			X	X	X
Free to Be You and Me (kit, book, record, filmstrips)	X		X	X	

(continued)

Table 4 (continued)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
Freedom City			X		X
Freedom for Individual Development		X	X	X	
Freestyle			X		
Game of Life (board game)				X	X
High School Feminist Studies					X
Home Economics Unlimited	X				
How High the Sky? How Far the Moon?			X	X	X
Hurrah for Captain Jane			X		
Hypatia's Sisters	X		X		
I Can Be What I Want to Be	X			X	
The I Hate Mathematics Book	X		X		
In Search of Our Past	X	X	X	X	X
In the Minority					X
Integrating Cultural Diversity into Non-Sex-Biased Curriculum				X	
Job Options for Women in the 80's				X	
Judge Me, Not My Shell (videocassette)					X
Killing Us Softly			X	X	
Liberty's Women			X		
The Magic Hat	X				
Male and Female					X
Many Thousand Words — Work Pictures	X	X	X	X	X
A Man's Place (film)				X	X
Maximizing Young Children's Potential				X	
New Pioneers	X	X	X	X	
Occupational Simulation Packets				X	
Oliver Button	X				
Options	X			X	
People and Places, U.S.A.	X		X	X	
People Working	X		X		
Physical Educators for Equity				X	
Project Awareness Materials		X			
Project Choice Materials		X		X	
Project Equality Materials	X	X	X	X	
Project on Sex Stereotyping in Education Materials		X		X	
Promoting Educational Equity Through School Libraries	X	X		X	
Remarkable American Women	X				
Science, Sex, and Society		X		X	X
Sex Equity Handbook for Schools	X			X	
Sexism and Media (filmstrip)			X	X	
Shaping Teacher's Expectations for Minority Girls				X	

(continued)

Table 4 (continued)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
Sourcebook for Sex Equality, Inservice Training			X		
Sources of Strength				X	X
S.T.E.R.E.O.				X	
Strategies for Equality (various volumes)			X		
Sylvia, Fran and Joey (film)					X
TABS Posters	X	X	X	X	X
TABS Quarterly	X	X	X	X	
The Tap Dance Kid (film)	X			X	
Tatterhood and Other Tales (book and tape)	X				X
Teacher-Developed Materials	X			X	
Teacher Skill Guide for Combating Sexism	X	X		X	
They Chose Greatness			X	X	
Thinking and Doing		X		X	
Today's Changing Roles		X		X	
Together We Can		X	X	X	
Toward Equality				X	X
Trabajamos				X	X
A Train for Jane	X		X		
Try It You'll Like It	X				
Undoing Sex Stereotypes	X		X		
The Whole Person Book	X	X	X	X	
William's Doll		X	X	X	X
Winning Justice for All	X		X	X	
Women at Work (filmstrip)				X	X
Women in American History: A Series	X	X		X	X
Women in Literature	X				
Women in Science (audiocasette/slides)					X
Women of Achievement (poster set)					X
Women Scientists Today (audiocasette)					X
Women's Work America	X				X
Yellow, Blue and Red Book	X	X	X	X	X
Yes, Baby, She's My Sir!					X

IV. DEVELOPING STAFF CAPABILITIES

(boxes 8 & 4)

The training component of the demonstration projects consumed a lion's share of the human and financial resources. All five contractors agreed that the critical requirements for removing and reducing barriers to equitable educational opportunities were the people chosen to bring about the desired changes. During a school day, students meet and interact with an assortment of individuals whose potential influence is great. We hoped to reach many of those key influences, educate and train them to balance educational opportunities for all students, and contribute to young people's knowledge and understanding about realistic occupational choices. We aimed to make a difference in the quality of education our young people receive. To achieve this state, the demonstration projects employed a multi-faceted training approach on a variety of equity topics for a variety of role groups.

The overriding goal was to make sex equity an integral part of instructional strategies, classroom organization, recreational activities and other aspects of school life. Equal treatment of all students regardless of characteristics such as gender or ethnicity should be the natural practice for all educators who influence the intellectual and emotional growth of our youth. Training priorities at all sites focused on the educational personnel such as teachers, librarians, counselors and administrators. Each site also provided in-service to the noncertified educational community such as teacher aides and clerical staff. Parents, student teachers in the local universities, and other groups were not neglected, but typically received attention within the framework of an intern or visitation program, and community outreach.

We strove to develop a cadre of educators who are committed to sex equity, are capable of identifying discriminatory practices and are knowledgeable about procedures aimed toward reducing sexism in the schools. This approach guided the training and inservice programs at each of the sites. Training activities differ across site in terms of length of the training session(s), topics of instruction, the number of session(s) and when they are offered. Participation is also site-specific. Some sites issue invitations to a workshop or seminar on a "first come, first served" basis. Others may require attendance of the core group at the training sessions. Some use a mixed mode. Commonality does exist, however, in the substance of the material presented during training.

A. Faculty and Administrators

Issues addressed during workshops may be appropriate for more than one role group, so participants often include a mix of faculty, counselors, and administrators. Peer group sessions are also common. The number and type of professional educators who received inservice training are shown in Table 5.

Table 5
Number of Training Activities * and Type of Participants

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Core Faculty	—	14	12	21	—	47
District/County, Faculty/Administration	17	16	10	16	29	88
Others (e.g., students or non-certified personnel)	4	5	2	15	3	29
TOTAL	21	35	24	52	32	164

*Those specifically designated as Title IX appear in Table 6.

The sites were guided in their staff development programs by:

- focusing on the teachers and their needs;
- providing faculty ample opportunities to interact with their colleagues in other participating schools at their site; and
- introducing practical and effective instructional strategies appropriate for classroom use.

The range of offerings across sites included:

- infusing equity into specific curriculum areas such as social studies, math and science, language arts, career education, or physical education;
- identifying bias in textbooks and other educational resources;
- developing nonsexist counseling techniques;
- preparing district educators for women's history week;

- applying equity to special/adaptive education classes;
- obtaining renewal credit to meet state certification requirements for faculty continuing education;
- adapting resources for classroom use through lesson planning and demonstrations;
- learning about the consequences of sex-role stereotyping;
- creating gender-fair environments in early childhood classrooms;
- developing strategies for infusing gender equity with cultural equity;
- overcoming bias in classroom interactions; and
- introducing assertiveness training.

During the first implementation year, all the demonstration projects learned that the level of awareness and readiness to apply equity concepts was less than assumed. Therefore, all projects devoted more time to heightening faculty awareness about discriminatory instructional practices than originally planned. We progressed to training that featured built skills in areas such as analyzing resources for bias, developing personal practices to combat bias, and in general, creating equitable learning opportunities for all students.

In addition to the formal training sessions, some individual building meetings served a different purpose. In Lincoln County and Quincy, the school committees met with project staff approximately six times per year to plan equity lessons, host visits from other educators, and increase staff awareness of equity activities. In Tucson, the FOCUS faculty in each building met after school twice a month. The first meeting, lead by the FOCUS builing manager, typically involved such things as materials exchange or networking about project-related district and community events of interest. The second meeting, conducted by the Sex Equity Specialist, was training oriented. Planning meetings of action teams, advisory panels, and sex equity committees also took place in Reidsville and Broward County, respectively.

In two of the demonstration sites, Lincoln County and Quincy, faculty who attended selected workshops received credit toward salary increase or to meet state requirements to learning about Title IX. Broward County faculty receive inservice points toward certification.

B. Other Populations Inserviced

All sites offered training opportunities to several role groups. These events were planned and conducted by both project staff and the project faculty. Examples include:

- Broward County conducted a special workshop for Educational Office personnel;

- Quincy's Project Inter-Action conducted two workshops (on sex-role stereotyping and Title IX) for women enrolled in the pregnant students' program;

- Project NEED in Reidsville sponsored workshops for teachers and administrators on "becoming a model school"; they also presented a seminar to faculty and educational support staff to "make and take" equitable elementary curriculum materials;

- FOCUS in Tucson conducted training seminars on equity in education at the University of Arizona for student teachers who later visited FOCUS classes;

- Lincoln County's Project Equity sponsored student leadership workshops for junior and senior high students;

- Each second year FOCUS teacher was responsible for a special project in the district, such as conducting an in-service program at their school, preparing media presentations on the local project, organizing school-wide equity days, and escorting students to local postsecondary institutions to explore career opportunities; and

- Project Inter-Action provided training on available equity resources to media specialists so they could inform the schools they serve.

C. Title IX Compliance

All five sites coordinated activities with the local district's system-in-place for achieving Title IX compliance. Our approach was to complement the district's plans, not compete with them, by working within the district administrative structure. For example, the Quincy Site Coordinator is also the Title IX Compliance Officer. One member of the FOCUS faculty in Tucson serves as the Title IX Secondary School Coordinator. Both roles provides an institutional track in guiding Title IX activities. In Lincoln County, Project Equity supplied technical assistance to the Title IX Compliance Officer to develop assessment tools and conduct a district-wide compliance survey. All sites have ongoing relationships with their districts that permit project input/influence into compliance concerns.

Table 6 illustrates the number of Title IX events by site. Following the table are illustrations of these events.

Table 6
Title IX Activities Coordinated with District

Number of Events	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Students	—	2	3*	—	N.A.	
Administrators/Faculty	2	8	5	2	N.A.	
TOTAL	2	10	8	2	N.A.	

*Including revision of student recruitment materials

- Project NEED in Reidsville sponsored an introductory seminar on Title IX to non-model district faculty and conducted a workshop for vocational educators to apprise them of equity issues pertaining to an Office of Civil Rights review of district programs;

- Project Inter-Action in Quincy planned training activities with the Title IX Coordinator, then met with all school principals to describe project plans and agree on school participation in the affairs. For example, high school student leaders attended a Title IX workshop, project staff conducted a needs assessment on physical and athletics programs that resulted in a special workshop for physical education teachers, recruitment materials for the vocational high school have been revised to be more sex-fair, and staff sponsored a Title IX Awareness Week at one Impact School;

- Lincoln County addressed needs identified in their original assessment by sponsoring district staff at a Title IX Athletics Conference, designing a sports program for grades 7 and 8 based on student surveys in grades 6, 7, and 8 on their interest in sports, assisting secondary faculty in developing a model career exploration program, and conducting workshops for faculty and administrators on equity-related laws to meet Oregon anti-discrimination legislative requirements;

- FOCUS faculty in Tucson have been designated as the Title IX building coordinators for the district. They and their non-FOCUS counterparts in other schools received training on the Title IX legislation, the district's approach to implementastion of the law, and action plans from the Title IX Coordinator (a FOCUS faculty member); and

- Reidsville staff led a weekend retreat attended by central administrative staff and principals to learn about Title IX and plan ways to meet legislative requirements.

The preceding paragraphs described our approach to developing local capability for incorporating equity concepts and materials into existing educational programs. A broad range of training activities was conducted aimed at the full range of educational personnel.

In describing the magnitude of this effort, we are hampered by the lack of common metric for the five sites. All sites recorded the number of participants for each activity, but number alone is not very meaningful. We would want to know, for example, how many different individuals were involved in the activities and in how many different activities a particular individual was involved. But the counting procedures of the different sites will not support this level of detail. In the following, we do the best we can to characterize the magnitude of involvement at the separate project sites.

In Reidsville, 21 training sessions were offered to all 261 district educators. Of these, 233 received 1,390 hours of training—an average of 5.9 hours per educator. About 88 percent of the district educators have attended a project training activity.

In Lincoln County, 331 educators participated in 1,362 hours of training, with an average of 4.1 hours apiece. More training hours were devoted to district-wide activities than to school-specific activities. For example, 24 counselors and teachers attended a 30-hour series of seminars on equity in career education and 101 educators attended a two-hour program on anti-discrimination laws.

Staff in the Quincy Impact Schools each averaged about 9.5 hours of training in 13 workshops. In addition, 24 sessions open to all district educators were attended by 537 participants. Each of these meetings lasted approximately 2.5 hours.

The 73 FOCUS faculty in Tucson participated in 45-50 hours of staff development--ranging from full-day workshops to monthly building inservice events. Thirty-one district-wide training activities reached an additional 474 educators.

In Broward County, 32 district-wide workshops were attended by 865 participants. Each educator received approximately 6 hours of staff development. The sex equity coordinator in each of the 9 demonstration schools participated in 50-70 additional hours of training.

V. ESTABLISHING INTERN PROGRAMS

(boxes 18 & 19)

The purpose of an intern component was to train educators both within and outside of the demonstration site about the principles and practices of educational equity. We hoped that these educators would, in turn, act as change agents to implement similar programs within their own schools and/or districts. Intern programs were not free rides to a demonstration site. We required commitments such as travel costs, released time from home district responsibilities, payments for substitutes obtained during an intern's absence, and willingness to allow an intern to communicate some of the newly acquired skills and knowledge to colleagues in the trainee's district.

Intern programs began during the second implementation year, although recruitment of the trainees started during the first year. As the table below shows, by the end of Year 2, 141 educators from 45 districts in 14 states and two countries (Australia and Netherlands) received training at the demonstration sites.

Table 7
Number and Type of Interns

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Faculty	22	8	17	51	1	99
Administrators	9	—	3	2	2	16
Others *	3	11	2	8	2	26
TOTAL	34	19	22	61	5	141

*Local university professors, representatives from equity projects such as Equals, etc.

A. Characteristics of an Intern Program (an aggregation of all sites)

- from two to five days long;
- participants include elementary and secondary faculty, parents, administrators, counselors, librarians, teacher aides, administrators of special equity projects (e.g. EQUALS), and university students;
- several sites require a minimum of two educators per building at the intern program;
- formal/classroom presentations by project staff combined with class visits and conversations with faculty;
- more than one representative from a school or district;
- shared costs between the demonstration site and the trainee's home district;
- discussion time with a trainee's counterpart (e.g. social studies teacher, high school counselor, etc.);
- visitations to classrooms;
- introduction to teacher selected resources plus references for learning about additional resources;
- receipt of some instructional resources (e.g. lesson plans);
- suggestion list for an "introductory" set of resources;
- panel presentations by demonstration teachers to the trainees;
- action plans for follow-up activities at home developed by trainees; and
- trainee evaluation of the intern program.

Special elements of an intern program include such things as the "equity buddy"-- model school faculty members in Lincoln County received released time to help a counterpart intern to plan equity activities. Each member of the pair spent one-half day in the other's classroom observing equitable practices. In Reidsville, two intern programs for vocational educators were cosponsored with State departments of education. In Quincy, a building administrator must agree in advance to permit some equity event in the school following the team's intern experience.

B. Topics Included in the Intern Program

Although session titles varied across sites, the substance of the intern programs closely resembled one another. Typically, interns heard about:

- a philosophy of sex equity--why is it important and what it means;
- equitable resources--what they are, how they're used in the classroom, and where they can be obtained;
- classroom interactions--what they are, how they can be harmful, how instructional practices can be improved;
- demonstrations of lesson plans plus activities that an intern can use immediately upon return;
- bias in the materials (many educators are shocked to learn how systematically text publishers treat women and minorities unfairly)--strategies for combatting and counteracting such material are suggested;
- audiovisual presentations such as Dick and Jane as Victims, the five-site slide presentation, and Grab Hold of Today;
- educating for the future, a topic that addresses the technological and societal changes we are experiencing;
- men's perspective with respect to equity; and
- language and the curriculum.

C. Follow-up

Four sites contacted interns to learn what they experienced in applying knowledge acquired from the demonstration projects. Inter-Action informed the trainees' home schools about their participation in the program and supplied interested schools with on-site technical assistance and inservice training to supplement the trainee's activities. Several student and faculty activities occurred as a result of a trainee's participation in the intern program. In September 1982, the trainees met again to plan additional events for the 1982-83 school year. In Lincoln County, the in-district interns conducted equity lessons in their classes.

The FOCUS staff contacted all interns by mail and phone to learn how successfully they implemented their action agendas. These agendas, completed at the conclusion of the internship, described anticipated actions with administrators; principals, colleagues, and students; parents; and the community. Responses to the survey revealed that some activity had either taken place or was scheduled to take place at all intern schools. Interns conducted their own workshops to demonstrate equity materials and describe their

experience as interns, drafted district-wide equity plans, conducted inservice for specific subject areas such as math and language arts, and disseminated materials received during their internship and ordered additional copies. Parent groups also attended inservice meetings and were informed about school vocational courses available for both sexes. Title I coordinators agreed to invite interns to an equity inservice for parents of their students. Obstacles to action included lack of time, and limited funds although only fifty percent reported such impediments.

In Reidsville, interns also received a questionnaire asking them to describe the extent to which their anticipated actions had been implemented. In response to six items on the questionnaire, most interns stated that although no formal district action had been taken, many inservice programs for colleagues occurred. One intern established an "awareness" exhibit viewed by 300-400 vocational educators at a regional conference. All interns shared their materials and resources they received during the program and indicated that their awareness of gender bias in text books would guide the selection of new materials. As in Tucson, the Reidsville interns reported that lack of time was the most important obstacle in implementing action plans; several respondents also mentioned apathy among colleagues and not recognizing equity as a priority to be addressed.

In reviewing the evaluations of the intern programs plus the responses to follow-up questionnaires and experience in offering technical assistance to intern schools, we are confident that the internship programs have had a positive impact on the participants. They know more about educational equity after the program than they knew before--heightened awareness of equity issues, increased skills in identifying gender bias in educational resources, and knowledge of equitable instructional practices. They also seemed willing and anxious to transfer information they acquired to their own districts, and to try to bring about change toward equity. Although they may generate some local activity, their real impact cannot be properly assessed. Nor can we expect dramatic changes to occur when a small number of individuals from a district or a particular school attends only one workshop. It is a first step in learning about a specific topic. We are fortunate that these interns have successfully introduced equity principles and practices in their own schools and that some modest attempt is being made to institute some system-wide changes. Both the Reidsville and Tucson projects plan to contact these interns again in 1983 to gather additional information about their "equity actions."

VI. CONDUCTING OUTREACH

(boxes 6, 9, 10, 11, 12, & 17)

The outreach program was designed to acquaint others with the demonstration projects. The dissemination efforts were multi-faceted: community newspapers publicized project events; announcements about opportunities to visit the sites appeared in professional newsletters; project staff wrote papers and made presentations at professional conferences; community members participated in school activities. We attempted to inform a wide audience about the demonstration projects specifically, and about equity concerns in general. Outreach activities engaged staff members at all levels, including project faculty, and occurred at local, regional, and national levels. In this section, we describe the range of activities that constituted the outreach program.

A. Public Information Products

The first section of this report mentions that each of the five contractors assumed responsibility for a product that can be used by all demonstration sites. The NETWORK developed a twelve-minute slide/tape presentation which describes the rationale for the demonstration concept, the elements common to all five sites, and the activities at the individual sites. It is a valuable introduction to the projects, used extensively in the visitor and intern programs.

An equally valuable tool for informing others about the demonstration projects has been the five-site brochure, developed by the University of Tennessee. The brochure serves as a public information piece: it provides responses to questions such as what is a national demonstration of education equity, isn't equity ensured through Federal laws and regulations, and how can the demonstration sites help other school districts? It also profiles what a visitor to a site can expect to observe. Brief descriptions of each school district are included.

In addition to the national brochure, four of the five sites produced brochures describing their local projects. Those to whom brochures are given include visitors and interns, participants at workshops, community presentations, selected professional conferences, and advisory committee members.

Each site produced a newsletter that was circulated widely. Reidsville's monthly newsletter represented the entire system and reported not only on project activities but other equity-related items of interest. Lincoln County published "Press for Equity" five times per year. Project Inter-Action and FOCUS each created two newsletters. Inter-Action featured suggested activities and resources and spotlighted project participants. FOCUS highlighted the "Men-in-FOCUS" meeting and some views from elementary students. At one elementary school in Tucson, the three FOCUS teachers produced two newsletters describing their project activities for parents of

all students in the school. In Broward County, the eight project newsletters more than doubled their circulation from 600 to 1,500 copies per issue.

All sites have distributed large numbers of these publications as shown in Table 8.

Table 8
Distribution of Brochures and Newsletters

Number of Pieces Distributed	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Local Brochure	1,247	1,000	N.A.	1,450	500	4,197
National Brochure	321	150	75	150	500	1,196
Newsletter Circulation (per issue)	231	1,250	250	*450	1,500	3,681

*Includes a school newsletter on equity activities distributed to 250 parents

In addition to the publications identified above, some special occurrences publicized the demonstration activities. One was a traveling exhibit of family photographs to celebrate Quincy's women's history week; thousands of community members viewed this exhibit. In Reidsville and Tucson, local slide/tape shows developed by project staff and faculty were shown in the district schools, at the visitor and intern programs, and at some community presentations. Three FOCUS project faculty developed two products: the first is a series of equity activities for early childhood education and the second, entitled FIRST FOCUS: EQUITY, describes procedures for creating equitable environments in kindergarten and early primary classrooms. Each of these resources has been distributed to the other demonstration sites as well as to hundreds of professional colleagues in and out of Tucson. Project staff appeared twice on radio talk shows to inform the community about the demonstration.

B. Project Presentations

As Table 9 indicates, project staff appear at diverse public meetings, professional conferences, state education agencies, university schools of education, and other schools within the demonstration district. Some examples of the range of groups to which presentations have been made include:

- service clubs such as the Kiwanis and the Rotary;
- advisory groups such as school boards, parent associations, vocational councils, school committees, and local education associations;
- organizations such as NOW, United Methodist Women's Group, Today's Women (high-risk workers), and Institutes for Equity;
- sororities such as Delta Kappa Gamma and Beta Sigma Phi;
- appearances on cable television and talk shows; and
- professional conferences such as American Educational Research Association, Association for Supervision and Curriculum Development, American Personnel and Guidance Association, National Education Association, WEEA Project Directors' meeting, American Historical Association, American Vocational Association, and American Association of Colleges for Teacher Education, plus numerous local and regional affiliates.*

Table 9
Number of Project Presentations*

	Site					
	Raisaville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Professional Conferences	6	9	6	10	13	44
Community or Service Organizations	2	10	3	2	6	23
State DPIs or Regional Education Centers	17	1	1	—	—	19
School District Presentations*	3	31	—	17	19	70
TOTAL	28	51	10	29	28	156

*E.g., to other faculty, teacher aides, district and county school boards, other projects within the district.

*Some of the national conferences (AERA and WEEA) hear joint presentations by one or more site representatives.

C. Community Involvement

Project activities spread throughout the community. Townspeople come to the classroom; staff seek opportunities to interact with the community to inform the public about the projects. Examples include:

- career awareness events at all sites typically involve many community representatives who talk about career opportunities for young women;
- service workers such as mail carriers, police officers, and firefighters talk to students about career preparation, opportunities and job responsibilities;
- male and female performers in a ballet company made a special appearance in a FOCUS school;
- community merchants in Reidsville displayed student entries in a women's history week contest;
- Quincy staff spoke about sex role stereotyping to female inmates at the local prison;
- public librarians met with project staff to respond to the need for nonsexist publications in the libraries;
- a well-known quilt maker in Quincy contributed help to a school project to create an equity quilt;
- each Impact School in Quincy organized a spring equity event that included teacher training and classroom demonstration lessons. One of the most popular and well-publicized events occurred during Women's History Week when the students developed historical records of Quincy women based on oral accounts recited by members of their immediate and extended families. Public exhibits, school programs and press releases enabled thousands of Quincy residents to learn about the project; and
- the local business community in Quincy donated $1,500 to support Women's history week activities.

A strong sense of community permeates the work of the demonstration sites. They all recognize the short-sightedness of isolating the project within the educational sector.

D. Parent Involvement

Parents represent one of the strongest influences on young people: all projects try to involve them. Such involvement is often one of the most challenging aspects of any educational innovation: our approach is to offer

a host of opportunities that maximizes parent participation. Table 10 illustrates our successes in involving parents in membership on project advisory committees, inviting them to act as resources in classroom or school events, conducting workshops to expose them to the underlying principles of the projects and giving them materials to apply these ideas at home, attending school open houses where presentations on the demonstrations take place, and hosting visitors to the projects.

Table 10
Community Member and/or Parent Involvement (Number of Participants)

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Advisory Committee Membership	26	15	27	—	57	125
Classroom or School Event Resources	N.A.	--	70	38	26	134
Workshops	—	—	—	30	12	42
Presentations	160	159	20	70	25	434
Classroom or School Visits	—		*1,705	*1,110	120	2,935
TOTAL	186	174	1,822	1,248	240	3,670

*Including Open House

Some illustrations of parent participation are:

- a Quincy parent organized the creation of the equity quilt at one elementary school;
- Quincy parents agreed to be interviewed by their children to document lives of Quincy women for the women's history week celebration;

- county 4-H parents learned about Project NEED during one of their regularly scheduled meetings;

- three FOCUS teachers prepared a special project newsletter that was mailed to 250 parents of children in one primary school;

- a parent workshop on equity in mathematics in Tucson followed a potlock supper;

- schools in Tucson and Quincy held open houses where parents heard presentations about the projects; and

- presentations by project staff to PTA groups (or their equivalent) occurred in Reidsville, Broward County, Tucson and Quincy.

Parent and community involvement has been incorporated into all the demonstration projects. During the past two years, we have organized a variety of activities/presentations with a wide range of individuals/groups. Our collective experience with including so many different populations was described by the director of one of the demonstration projects in a presentation to WEEA grantees.

- We had to establish priorities about who we wanted to work with and what we wanted them to do. It's impossible to do everything with everybody. If working with parents is important, decide if you want to train them in equity issues, invite them to participate in planning and conducting class activities, or simply be informed about the existence of the project.

- Learn whether or not a school district has a position about parent and community involvement. Staff at one site who were establishing a model school in another district was asked not to include parents in that district because the administrators didn't want parents to "rock the boat." These administrastors advised the staff to "do their thing" with teacher training and writing student objectives, but explained that parents wouldn't understand such things, so it was better to leave them out. Talk to them later when something successful could be reported.

- Choose a sensitive and appropriate way to introduce equity; select the best person for the situation. Know your audience--what concerns are important to them and those that may "turn them off." Emphasizing the importance of sound educational opportunities for students will be more convincing than the importance of infusing feminist ideology in the curriculum.

- Be prepared to let people choose not to participate in an equity activity or a project event. If we really believe

that people hae the right to choose (e.g. a nontraditional career, or working at home), then we must allow participation by all ages to be a viable option. We've observed educators join the project after they witnessed their colleague's and student participation. Not everybody jumps on the bandwagon at the same time with the same intensity.

E. The Visitors' Program

Formal visitation days permit interested persons (e.g. educators, parents) to hear and observe the actions and purpose of the demonstration projects. These sessions differ from the intern program because they orient and expose rather than train: program concepts and project activities are introduced to those for whom equity may be a new experience. One of the goals of these visitations is to "whet the appetite" of the participants so they or representatives from their schools or districts will want to return for the training provided by the intern program. A visitation to a site (one or two days) will typically include:

- welcoming remarks by a local district administrator;
- introduction to the national perspective of the demonstration project;
- description of the local project;
- display of equity materials selected and used by district faculty;
- exposure to the participating faculty (either through school visits or faculty panel presentations);
- demonstrations of equity activities;
- action agendas prepared by the visitors; and
- evaluation of the day's activities.

Follow-up activities attempt to learn the extent to which action agendas were implemented. Lincoln County provided five districts with technical assistance to keep the implementation process. In Tucson, visitors at the administrative level sponsored several faculty from their district to attend the intern program.

Table 11 reveals the type of individuals likely to attend a visitation day. Most sites focus on school district personnel, yet extend invitations to the university community and others. "Others" may include colleagues within the contracting institutions, or directors of related projects that address concerns of educational equity.

Table 11
Visitation Days: Number and Type of Participants

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
School District Personnel Faculty	11	25	18	6	29	89
Administrators	12	23	11	8	11	65
University Students and Faculty	3	3	1	44	2	53
Community and Local School Board	1	2	2	—	13	18
Other *	21	1	3	11	8	44
TOTAL	48	54	35	69	63	269

*Includes, e.g., directors of other programs, evaluator/researchers, equity professionals.

VII. EVALUATING THE PROJECTS

(boxes 13, 14, 15 & 16)

The conceptual model introduced in Chapter II illustrates the types of activities that constitute the demonstration projects. It also provides a framework for evaluation, by avoiding a fundamental weakness of many evaluations. The weakness occurs when evaluation designs measure the initial inputs and the intended outputs with little regard for or understanding about what constituted the project or the extent to which the actual occurrences corresponded to the original plan. Each demonstration site collected both qualitative and quantitative evidence about:

- whether or not the activities occurred at the time and in the manner specified by the program design, and
- the extent to which the intended states of affairs were produced.

There is no "grand evaluation design" imposed on all demonstration projects. Each one constructed evaluation procedures deemed suitable for documenting project activities and learning about the extent to which the desired outcomes were achieved. Because all projects organized their plans within the five basic goals specified by WEEA, there was an attempt to cooperate with one another in using common procedures and common measures so the findings would reflect something more than the "sum of the parts."

The first five chapters of this paper described the key activities within the overall objectives and commented on our collective experience in implementing these activities, thereby addressing the first consideration mentioned above. In this chapter, we focus on the second consideration, by reporting on the findings related to change in educational equity among the populations served by the demonstraton projects. Many of the data used to prepare this summary represent quantitative estimates of change based on standardized measures, but where available, we also include other, qualitative data sources such as interviews, open-ended responses to questionnaires, and anecdotes.*

We begin this chapter by identifying the types of measures, employed by each site, as shown in Table 12, and the numbers of participants in the surveys, as shown on Table 13. Brief descriptions of the purpose and format of each measure introduce the discussion on outcomes.

In addition, data from the following measures were collected:

- Title IX Assessment Questionnaires. The Lincoln County project devised and administered three questionnaires to

*This summary represents data from only four of the five sites. The evaluation findings for Broward County were not available when this report was written.

Table 12
Assessment Tools Administered by Population and Site

MEASURE	SITE				
	Reidsville	Lincoln County	Quincy	Tucson	Broward County
STUDENTS					
Elementary					
Who Should (K-2)	X	X	X	X	
Who Should (3-6)	X	X	X	X	
*3rd, 4th, 5th Grade Student Questionnaires		X			
INTERSECT Student Survey			X		
Student Interviews		X			
Junior High					
Your Opinion	X	X	X	X	X
Adapted Career Commitment Inventory		X			
Perceptions of Sex Equity in Schools					X
INTERSECT Student Survey			X		
*High School Student Questionnaire (8)		X			
Student Interviews		X			X
Student Perception Checklist					X
Senior High					
Adapted Career Commitment Inventory			X		
Student Perception Checklist		X		A	X
*Secondary Student Questionnaire (10-12)		X			
Perceptions of Sex Equity in Schools					X
Attitudes Towards Sex Roles Scale	X				
FACULTY					
Perceptions of Sex Equity in Schools				X	X
Attitudes Towards Sex Roles Scale	X			X	
Teacher Adjective Checklist			X		
*Teacher Participation Form			X		
*Faculty Equity Activities Questionnaire	X				
*Faculty End-of-Year Reflections				X	
Teacher Case Studies/Interviews	X	X			X
*Teacher Questionnaires		X			X

*Locally developed instruments.

(continued)

Table 12
(continued)

MEASURE	SITE				
	Reidsville	Lincoln County	Quincy	Tucson	Broward County
OTHER					
Perceptions of Sex Equity in Schools (principals)					X
*Educational Equity Project Questionnaire (classified staff/building and district administrators/parents)		X			
*Assessment of Sex Equity in Counseling		X			
Project Staff/Administrators/Parents/ Community Interviews					X
Classroom Observations			X	X	X
Project Staff/Administrator Observations					X
Critical Incidents	X				
Collection of Course Enrollment and Other Quantitative Data	X	X			
*Evaluation Questionnaires for:					
Inservice Trainees	X	X	X	X	
Visitors	X	X	X	X	
Interns	X	X	X	X	
*Intern Follow-up Questionnaires	X			X	
Intern Follow-up Interviews	X	X	X	X	
Intern Monthly Report Forms		X			
Visitor and Intern "Action Plans"	X		X	X	
*Title IX Assessment Questionnaires (elementary, secondary, and district administrators)		X			
SUPPLEMENTARY INFORMATION					
Faculty Development in Continuing Education		X			
Teachers' Special Projects				X	
Teacher Logs					X
Teachers' Lesson Plans		X		X	
Project Staff Weekly Activity Reports				X	
Monthly Teacher Interviews		X			
Materials Purchase and Usage Reports	X	X	X	X	X

assess elementary school, secondary school, and district-level Title IX compliance. Data gathered from these instruments also provide information about project impact. The school protocols took the form of a self-evaluation and focused on areas such as: p.e. programs and sports teams, extracurricular activities, honors and awards, rules and discipline, course descriptions and enrollments, and student job placement and work experience programs. The district-level questionnaire inquired about formal policies, enrollments, and male/female attrition rates.

- Supplementary Information. Information collected from teachers' participation in the Division of Continuing Education (Lincoln County), special projects (Tucson), lesson plans (Lincoln County, Tucson), project staff weekly activity reports (Tucson), lists of materials purchases and usage (all sites), and through a monthly teacher interview (Lincoln County) supplemented the foregoing techniques with qualitative process evaluation data.

In some instances, an assessment tool may be administered to more than one grade level; we note the grades included but the description appears only once. We then summarize the findings, by population, to show patterns across and within sites. Analytic procedures differ by project; the details do not appear here, unless they are germane to the findings. Again, elaborations of these activities appear in site-specific reports.

A. Elementary Student Outcomes (K-6)

1. Measures

Who Should (K-2, 3-6). These instruments were developed by Project Equality at the Highline School District in Seattle, Washington. Two adapted forms of this questionnaire were utilized. The first, for grades K-2, contains 11 items; the second form (3-6) consists of 47 items organized into five topical clusters. Students are presented with a series of questions regarding appropriate male/female behavior and asked to indicate whether the behavior is suitable for males only, females only, or both. Students are also asked to identify their grade and sex. All but one of the five sites (Broward County) utilized one or both versions of the Who Should.

3rd, 4th, 6th Grade Student Questionnaires. Two brief 3rd and 4th grade instruments deriving from the needs assessment survey were administered to students in Lincoln County. Consisting of 12 items each, these questionnaires resemble the Who Should protocol in that they ask "who is good at (an activity or subject area)," "who might be a (occupation)," etc.--boys or girls? Additionally, the Lincoln County project employed a ten-item 6th grade questionnaire to elicit scaled true/false reactions to statements like "It is okay if a boy wants to be a nurse."

Table 13
Participants in Survey Administration

Survey Sample Size	Site											
	Reidsville		Lincoln County		Quincy		Tucson		Broward County		TOTAL
	P	C	P	C	P	C	P	C	P	C	
Students											
Elementary	120	120	250	-	962		903	507	452	-	
Junior High	60	60	106	-	514		247	158	4129	-	
Senior High	60	60	53 (10th)	-	140		495	377	2399	-	
TOTAL	240	240	409	-	1178**	438	1645	1042	6980	-	12,172
Faculty	question-naires 164 100	0 36 Hawley	102	-	25	8	73	26	1652	-	2,179
Administrators	-		29	-	-	-	-	-	107	-	136
Number of Participating Classes' Classroom Observation	-		10	-	17***	9	-	-	35	-	207
Personal Interviews	-		10	-			-	-	107	-	117

*Data taken from site reports.
**Of the 1178, 285 active, 893 inactive.
***Of the 17, 10 active, 7 inactive.

P = Project
C = Control or comparison

INTERSECT Student Survey (3-9). As an additional student survey for grades 3-9, this instrument was utilized at the Quincy site. It combines items from the Lockheed-Harris Sex Role, Cross Sex Interaction and Female Leadership Survey (Lockheed & Harris 1978), the Intellectual Achievement Responsibility Questionnaire (Katknowsky and Crandall 1978), and items developed by Myra and David Sadker for Project INTERSECT. The survey contains 20 multiple-choice questions which focus on students' attitudes towards, and perceptions of, equity issues in a variety of teacher/student and student/student interactional contexts.

Student Interviews. Lincoln County also conducted interviews with site school students, both male and female, involved in the project. These respondents: explained what the equity program was; described the equity activities they had experienced; commented on any changes in students or staff that they had noticed as a result of the program; gave their parents' reaction to the program; made a general evaluation of the program; and indicated their current career interests. A free-form interview format was used. Broward County staff also interviewed students.

2. Outcomes

Pre-post comparisons in four sites, using the Who Should instrument, revealed similar findings among the elementary school students in the demonstration project classes. These students consistently displayed less stereotypic attitudes toward male and female roles than their counterparts in non-project schools. Further, the students whose faculty are viewed as "active teachers" or "high involved" teachers (Quincy and Reidsville respectively) score higher than those whose faculty are less involved in the project. Students of minimally involved teachers often closely resemble comparison groups. In Lincoln County, a distinction was made between those students who participated in the projects for one vs. two years, but the results showed that a positive shift toward equity occurred, regardless of length of time in the program.

FOCUS drew comparisons by sex and by grade. Among the K-2 students, there were no strong sex differences and no appreciable differences among the three grades. In the 3-6 grade groups, female students normally revealed less tendency to stereotype than the males, and "gained" more during the year.

Both Lincoln County and Tucson examined the five subcategories in the 3-6 Who Should form. Lincoln County learned that their fifth graders (only grade tested) believe that both men and women should have the opportunity to engage in all the types of activities listed. In Tucson, however, the project students, although less stereotypic on four of the five categories (except housekeeping), were strongest in their opinions about classroom roles and parenting roles (particularly among males), where they view tasks represented by these roles to be suitable for both sexes.

B. Junior High Student Outcomes (7-8)

1. Measures

Your Opinion (7-12). Utilized at varying grade levels across all five sites, this Likert-type survey instrument was designed to assess the attitudes of junior high students (grades 7-8) toward sex role stereotyping and equity-related issues. The version employed was adapted from the Attitudes Toward Non-traditional Career Scale in Fredell Bergstrom, Project Eve, 1977. Students rate their reactions to selected ideas and statements on a 5-point scale ranging from "strongly agree" to "strongly disagree."

Adapted Career Commitment Inventory (7-12). This attitudinal scale, utilized at the Quincy site, was developed in 1975 by Elaine Kotcher and revised by AIR. Two versions, one for boys and one for girls, attempt to measure career commitment. The revised female instrument consists of 7 Likert-format items appropriate for use with junior and senior high school students. The male adaptation is identical except that it asks the boys to rate the importance to girls of a cluster of life activities. Both versions require about 15 minutes to complete. The original Kotcher inventory was adapted from the Life-Style Index by Shirley Angrist. Both the old and the new instrument ask respondents to indicate how they foresee their future marriage and occupational situations.

The Student Perception Checklist (9-12). This instrument is a modified version of one developed by C. Farris. It consists of 25 items asking students about the behavior and classroom policies of the instructor in whose class they complete the questionnaire. Students respond by checking one of three comments ("most of the time," "almost never," and "haven't noticed") beside each query about frequency of four categories of teacher behaviors--expectations for work roles, class assignments, instructional strategies, evaluativce practices. The checklist was administered at the Tucson, Broward County, and Lincoln County sites.

The High School/Secondary Student Questionnaires (8, 10-12). Two questionnaires focus on occupations and activities were administered in Lincoln County--the Secondary Student Questionnaire (grades 10-12) and a more abbreviated version entitled the "High School Student Questionnaire." The latter consists of 17 statements with which students are asked to agree or disagree, either "strongly" or "somewhat." The former includes additional questions concerning different role groups' and institutions' participation in and encouragement of occupational, academic, and athletic equity.

Perceptions of Sex Equity in Schools (7, 11, faculty). This instrument was developed in 1981 at the Center for Instructional Research and Curriculum Evaluation, at the University of Illinois, by Professor Robert Stake. Its purpose is to assess perceptions of the climate of opinion surrounding sex equity in the school district and of the demonstration projects' impact upon students,'project faculty, and faculty colleagues. The questionnaire consists of 14 items, including Likert-type scales, yes/no questions, and open-ended questions. In Broward

County, 7th and 11th graders completed the form; in Tucson, faculty members responded to the questionnaire.

Collection of Course Enrollment and Other Quantitative Data. An unobtrusive method for measuring project impact is to examine enrollment figures and other quantitative data available within the school system. At the Reidsville site, course enrollments in vocational education and advanced science and math courses were examined for the years 1979-82 for shifts in male/female percentages. In Lincoln County, student enrollments in electives were examined, along with participation in sports and the ratio of females to males in student jobs.

2. Outcomes

Four sites administered the Your Opinion to junior high school students; in Tucson, 8th graders (different students) in 8-9 combination classes also took the Student Perception questionnaire. In Quincy, the junior high school sample also completed the Career Committment Inventory; Lincoln County eighth graders received the secondary school opinion questionnaire. Junior high school student outcomes in Quincy are not reported by grade and data source.

The outcomes among these students are less parallel across sites than the findings for the elementary students. Lincoln County and Reidsville both report greater tendencies among project students toward broader occupational choices for both sexes as revealed on Your Opinion. Reidsville students show a modestly higher score for project students. Lincoln County females appear less biased than their male colleagues on the same measure. Although at the beginning of the year the males had more ambiguous responses, they tended to shift either toward the positive or negative points on the scale. Females did not make such polarized shifts. One interesting finding (that corresponds to some needs assessments findings) is the distinction made between opportunities for women and their ability to move out of traditional roles. Both sexes agree that women should have the opportunity to work in and away from the home, although some doubt exists about a woman's capability to succeed outside the home.

In Tucson, the non-project students, especially females, fared better than the project students. FOCUS students made gains throughout the year toward a less biased tendency (except on the category of women and work) although at the end of the year, they remained more stereotypic than their non-project counterparts. On the Student Perception measure, the eighth grade students, especially females, revealed that they noticed the difference between equitable and nonequitable behaviors in their faculty. More about this measure appears in the following section because the questionnaire was administered primarily to high school students.

C. Senior High Student Outcomes (9-12)

Each site administered different assessment tools to senior high school students, so the outcomes are discussed separately. In Reidsville, project

impact among high school students was determined by examining 1979-1982 enrollments in 39 vocational education and 7 advanced math and science classes. In general, females rather than males were more likely to enroll in courses traditionally dominated by the other sex; the exception is increased male enrollment in advanced home economics classes. In the 10 vocational classes with a higher proportion of female students, five had no female students in 1979 (e.g. electrical wiring, bricklaying and introduction to the trades). Math and science classes show a similar increase in four of the seven courses, although there was a modest decline in 1982 in one course. Reidsville students also completed the Attitude Toward Sex Roles Inventory (Hawley) but the project students were just slightly less biased than non-project students. There was no distinction made between the students of high-involved and low-involved teachers.

The Student Perception questionnaire was administered to high school students in Tucson; students indicated their views of teachers' classroom practices to see if they could distinguish between equitable and stereotypic behaviors. In all four categories, the project students, especially females, were consistently more likely to notice the difference. However, on this measure, the male students made greater gains between the beginning and end of the school year, even though their scores did not surpass the female scores, which remained constant. All students tended to distinguish more among teaching strategies, compared with comments on work roles, segregation of sexes in class activities, and evaluation practices. When students did notice stereotypic behaviors, it was most likely to be among evaluative practices or comments by the teacher (reward or criticism for something).

The Lincoln County 10th and 12th graders completed a student opinion survey but there were few positive findings with respect to equity. In this questionnaire, females tended to be more neutral and males more negative as compared with the findings of the first year.

D. Summary of Student Outcomes

All sites report a higher degree of success among elementary students than either junior high or high school students.* For example, we seem to be effective in shifting the sex role attitudes of young people toward wider opportuinities for both men and women. They now view roles related to occupations, housekeeping, parenting, and classroom activities as suitable for both sexes. At some sites, the female students voice such opinions more intensely than the male students. Younger students seem more included toward equity. In the upper grades, project students also display less bias than non-project students but the gap between the two groups begins to narrow. Although some sites report a slight edge in favor of the project students in high school, the findings are mixed. At one site, sex role attitudes of high school students did not appreciably differ between project and non-project participants. Again, when gender differences appear, females seem to be more disposed to equitable concepts; for example, they are aware when they are not included in class opportunities open to males. Some males, though, are moving away from the negative, stereotypic responses toward a

*This outcome holds for both implementation years.

neutral position. This may be a small step toward equity! Upper level students may be less prone to equity, or they may be less amenable to change. The use of several measures used to assess different variables suggests caution in global statements. We, of course, do not know whether or not project effects will hold as the pro-equity elementary students continue through the educational system.

Many speculate about the equity-related differences by age and grade. One idea presented in the project documents concerns the degreee of exposure to the project. We are more succesful when the treatment is most intense. Elementary school children spend most of the day with their teachers, who in turn exert a strong influence on their pupils. As students progress through the system, these influences both change and broaden. Secondary teachers share responsibility for instructing students; most teachers spend about 3-5 hours class time per week per student. Secondary students influence one another; opinions and feelings are well formed at this stage of their lives. They often report their peers to be less supportive of sex equity than the teaching staff.

The findings also suggest that something is happening among non-project students--whether they have observed resources, participated in school-wide events, spoken with others involved in the projects etc. They too seem to be conscious of equity issues.

E. Faculty Outcomes

1. Measures

The Attitudes Towards Sex Roles Scale (10-12, faculty). This instrument, developed by Dr. Peggy Hawley (1977), assesses respondents' views of appropriate female behavior. It is based on the concept that stereotypical expectations often play an important part in women's education and career choices. The questionnaire, a Likert-type scale, consists of 35 statements of commonly held ideas of sex-role behavior. Respondents rate each statement on a six-point scale. The scale was administered to senior high schoolers in Reidsville and to faculty in both Reidsville and Tucson.

Teacher Adjective Checklist. Utilized at the Quincy site, this instrument is an adapted version of the Sex-Stereotype Index, Favorability Strength, and Activity Score Adjective Checklist developed by John E. Williams and Deborah L. Best (1977). The adapted version has three parts. In the first, respondents rate the favorability of 50 adjectives on a 1-to-5-point scale. In Part II, respondents assign 50 different adjectives to men, women, or both sexes depending upon where they expect to find the characteristic described by the adjective. In Part III, respondents assign the adjective to men. women, or both according to where they believe society expects to find the characteristic. Finally, respondents rate the favorability of the adjective, given the sex to which it has been assigned.

Teacher Participation Form. The Quincy site also developed and utilized this 11-item survey to ascertain the degree to which teachers had participated in project activities and implemented equity materials and ideas in the classroom. The form inquires about the number of project training sessions teachers attended, the number of equity lessons "tried out" in class, and so forth. It also solicits faculty evaluations of project efforts and suggestions for improvement.

Faculty Equity Activities Questionnaire. At the end of the school year, Reidsville faculty completed a questionnaire concerning project impact upon their teaching methods and classroom practices. Eight contexts for implementing equity were highlighted in this instrument: materials, language, classroom seating arrangements, assignment of student responsibilities, structuring of assignments and activities, bulletin boards and displays, choice of supplementary materials, and student advisement.

Faculty End-of-Year Reflections. At the Tucson site, project faculty completed written reviews of their Year 2 experience. These "reflections" addressed seven topics: most successful in-class equity activities; most useful equity resources; most interesting out-of-class equity experiences; the personal meaning and impact of the program for faculty; most surprising student responses to an equity issue; most effective aspects of the program; and suggestions for changes to improve the program.

Teacher/Classified Staff/Building/Administrator/District Administrator/Parent/Counselor Questionnaires. Five modifications of an Educational Equity Project Questionnaire were utilized at the Lincoln County site. Teachers, classified staff, building administrators, district administrators, and parents responded to items about a variety of equity issues, perceived project impact, and district and community commitment to sex equity. A separate instrument, entitled Assessment of Sex Equity in Counseling, was employed to gather information on the sex-fairness of life/career planning materials provided to students, equitable counseling practices, presentation of non-traditional career options, etc.

Teacher Case Studies/Staff and Community Interviews. Also in Lincoln County, a series of interviews was held with nine teachers (three each--elementary, junior high, and high school) from the demonstration site schools. Called "case study teachers," these nine individuals represented faculty actively involved in implementing the equity program. The teachers discussed their: major equity goals and activities; perception of program impact on students and themselves; evaluation of the training and other project support; and suggestions for improving the program. Although a prepared interview format was at hand, the interviews were unstructured. Each session was audiotaped. The Reidsville site likewise conducted audiotaped interviews with a select number of teachers. The interview sessions were structured around six general questions concerning project efforts and impact. In Broward County, interviews were conducted with project staff and community members.

Classroom Observations. Three of the five sites (Lincoln County, Quincy, Broward County) made formal observations of classes. In Lincoln County, staff observed a 30-60-minute segment of each case study teacher's classroom instruction. These observations were structured by the use of five forms. Observation of Classroom Environment, Checklist of Teacher Behaviors, Checklist of Student Behaviors, Teacher-Student Interaction, and Teacher's Use of Discipline. At the Quincy site, four variables were examined in classroom observations: sex segregation, language usage, discipline, and endearment. Before each observation, the observer made a seating chart of the class which listed the sex and race of each student at a seat, the location of the teacher, the teacher's desk, front of the room, and blackboard. Following a set of established guidelines, the observer then recorded events for 30 minutes, noting tone-setting incidents that were indicators of the four variables under examination. Two observations were conducted--the first in winter after at least one workshop had been given in the treatment schools, and the second in spring.

Critical Incidents. The Reidsville site employed this technique to note positive signa of program impact within the school system. A set of 20 "critical incidents" centering on five educational domains (course enrollment, employment, staff development, curricula, and extracurricular activities) were deemed as indicative of project success.

2. Outcomes

Multiple sources of data produced information about project effects on school district faculty--commonly used assessment tools included attitude surveys, personal interviews, written questionnaires, and classroom observations. Although project faculty, especially the females, possess somewhat less biased attitudes than non-project faculty, there were no significant attitudinal differences. On the Hawley scale, both groups scored high on the pretest. The current social context may heighten awareness of equity issues. In general, the projects explored the extent to which equity resources are being used and whether faculty instructional practices reflect equitable principles. All sites have provided ample resources to the district. Some buildings have inventories of WEEA and other equity materials selected by the teachers; other district-wide teacher centers or libraries may house the materials which educators may check-out. A high proportion of district/project teachers report having used the materials although the ways in which they are used and the degree to which they have either replaced existing resources or supplement texts is less clear. Teacher-produced lesson plans are widely circulated at at least one site. In Chapter III, we identified those resources deemed most valuable at each site, and described ways in which faculty infuse them into their instruction.

Observations and responses to specific questions about changed practices tell us that teachers are making an effort to design class activities that treat the sexes fairly. Some observers noticed that the intentions are stronger than the behaviors, but they comment that changing long-standing practices will not be achieved overnight.

But evidence does exist that faculty are not only aware of equity issues, their classroom behaviors are changing in ways such as the following:

- faculty attend workshops that address equity issues and practices;
- teachers modify these equity resources to meet their appropriate classroom needs (especially elementary faculty);
- teachers alter segregated practices such as grouping or seating assignments to integrate class activities;
- some faculty have taken steps to enlighten their colleagues about the importance of equity and how equitable practices may be implemented in their classes;
- faculty share their equity materials with their colleagues;
- faculty identify how obstacles to equity can be faced in their districts and have taken steps toward reducing those barriers;
- faculty encourage female students to assume leadership responsibilities, to consider preparing for jobs and careers in nontraditional occupations, and to enroll in science and math classes; and
- faculty adopt non-sexist language as well as assisting others to do the same.

When a distinction was made between elementary and secondary faculty, some differences emerged. One is in the approach toward infusing. Elementary teachers tend to integrate equitable practices by grouping students for an activity such as a spelling bee in ways other than "boys on one side and girls on the other." They may create "interest centers" for math or crafts. Most teachers who are aware about sex equity are also conscious of cultural bias; instructional changes tend to benefit cultural integration as well. The integration is less evident in secondary schools; teachers report some difficulty in implementing equitable ideas into the instructional program. In most cases, they can not discontinue using their current textbooks for WEEA texts. As a result, they are inclined to think about "lessons or courses in equity." We need to do better in training them how to mainstream equitable ideas rather than viewing it as an isolated activity. However, even though the secondary faculty may be less active, they support the project and indicate a willingness to improve their teaching. They also do not report impediments to equity such as parental disapproval, administrator disinterest, or inappropriateness of the materials.

Perhaps the most enlightening information comes from some of the questions that addressed teachers' perceptions of overall impact in the schools and on themselves. In one site, the faculty believed that one

of the most valuable project outcomes was heightening awareness of the pervasiveness and, consequently, the importance of equity, and then having the project provide tools for combatting harmful practices. Many faculty members believed that changes attributable to the project will be permanent because people now think and see educational practices differently than they used to. In another project, the project faculty displayed more knowledge about equity issues than their colleagues and believed that more should be done to educate those not directly involved. They were actively involved with project staff and have developed their own ideas for using equity resources, but also see opportunities all around them for communicating equity messages to their students. They also believe that it takes time for teaching practices to turn around and many of them demonstrate to others what they themselves have learned. This is critical if institution-building is to occur.

A closing thought. Non-project educators' awareness of and participation in equitable activities is increasing. A data collection design that employs a pre-post administration of instruments with treatment and comparison groups is based on one group receiving treatment and the other not. In the early stages of these projects, this design is plausible. But one of the overall goals of the demonstration projects is to infuse equity into the local education agency: success blurs the distinction and it becomes less important. Differences between project and non-project participants may be useful from one perspective, but not another. Limiting the effect to only the core faculty runs counter to the overall aims. In the second implementation year, projects broadcast their opportunities for training and looked for widespread participation. The context is important in interpreting the findings. If we indeed strive to institutionalize equitable practices throughout a district, we want the differences between groups to diminish.

VIII. THE FUTURE: PROJECTS AND PRINCIPLES

This paper has summarized the activities of five demonstrations of educational equity in local education agencies and has commented on what has been learned during the first two years of implementation. The simultaneous implementation at five sites has enabled us to: test the reality of introducing a specialized set of materials into an existing educational program; examine similar activitiess in settings with different characteristics; collect data that illuminate why activities may or may not be successful, and take steps toward project improvement; identify indices of progress toward institutionalization of educational equity; and gather evidence about whether the project is making a difference. We conclude this report by taking the accomplishments of the past two years as a context for considering the future of educational equity at these five sites.

We have introduced a new dimension of instructional resources not only to the five demonstration sites but also to the 407 visitors and interns who have learned about the project. The demonstration schools now house their own selected set of materials. Teachers use them in the ways described earlier--as specific lessons on equity, as segments of a particular instruction unit, or as ideas for teacher-developed lessons. We have helped teachers utilize the resources in ways that best suit their classroom needs, and we have provided opportunities for them to share ideas and materials with their colleagues. Non-demonstration schools also have access to the equity materials, either through central resource facilities, or by receiving personal copies during a workshop. We have also provided information about cost and procedures for ordering additional resources. The wide-spread circulation of equity materials has led to their extensive use in K-12 classrooms throughout the districts.

Training all levels of district educators to infuse equitable practices into the curriculum and classroom has been the major thrust of developing local capability. Each site's approach was designed to fit the district's administrative and operational apparatus. Each demonstration site now has a cadre of educators with high levels of involvement and training. Such cadres represent visible personal and professional commitment to the principles of educational equity. The external financial support and technical assistance provided the stimuli: changes in behavior occurred because of an individual commitment to the principles of equity. The project faculty have become self-sustaining; the termination of federal funds will not result in a discontinuation of their current instructional practices and use of equity materials.

Among the students, the major differences seem to be at the elementary level. The young people in the projects tend to view both males and females as suited to a broader range of options than do their nonproject counterparts. The extent to which this attitude holds as they advance to higher grade levels cannot be gauged at this time. In the third implementation year, we hope to look at whether or not former project students now enrolled in nonproject classes continue to be less sex-role stereotypic than students who were not exposed to the projects. Among the secondary students, the evidence shows greater success in increasing the proportion of females in vocational education or math/science classes than in expanding student

(especially male) attitudes regarding male and female roles. In the student perception survey, secondary students noticed whether or not teacher behaviors were equitable or stereotypic, but we have no corresponding evidence that the teacher actually did what the students noticed. We have more to learn about infusing equity at the secondary level, and about whether these students are less prone to change in regard to equity or change of any kind. Perhaps we should be more focused in the treatment, e.g. on career orientation or classroom enrollment opportunities.

Throughout the two years of implementation in local school districts, we have learned about the process--what has and has not worked and why. We have been fortunate in having had time to apply what we learned by remediation, weaknesses and augmenting our strengths. As we move into the third and final implementation year, we must ask ourselves about the future of educational equity at the demonstration sites. We are confident that traces will remain. We are less clear about the extent to which these traces will be incorporated into district mechanisms that foster the expansion of educational equity.

A criterion frequently mentioned for judging the successs or failure of a demonstration project is whether or not local funds will be used to support the project activities. Given the current financial realities of local education agencies, it is highly unlikely that any of these projects will be a line item in the district budget. But there is no need for it to be; we believe that continuation is linked to factors other than financial. We have attempted to incorporate equitable principles into existing administrative and programmatic structures. For example, at one site, the Project Coordinator also serves as the Title IX Compliance Officer. At several sites, project faculty serve on advisory committees to select curriculum materials and develop parent involvement programs. These faculty apply what they have learned from the project to other educational activities. During the third year, we will continue to infuse equity at the district level. Equitable practices have replaced stereotypic practices among both faculty and students; curriculum resources have been selected and developed by the intended users. These changes do not require a financial stimulus in order to continue.

Another criterion by which the success of demonstration projects is often judged is the adoption and/or replication of the project at other sites. Replication of the project model was never our intention: it is neither necessary nor desirable. We are interested in transplanting equitable ideas and principles into the educational process. We have exposed educators from other districts to implementation procedures suitable for a demonstration district, with the clear intention that districts must decide how best to introduce and incorporate equity into their own schools. We will know more about the effect of our efforts during the third year.

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